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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 2 | Summer 2 |
|  | **Healthy and happy friendships** | **Similarities and differences** | **Caring and responsibility** | **Families and committed relationships** | **Healthy body, healthy mind** | **Coping with change** |
| Reception | **Forming friendships and how kind or unkind behaviours impact other people.**  **Consequences of our actions** | **Similarities and differences between people and how to respect and celebrate these.**  **Good to be me (SEAL)** | **People who help us – firefighters, police, doctors, nurses, teachers …** | **Why families are important and special.**  **Random acts of kindness** | **Learning the correct names for different body parts.**  **PANTS Dance NSPCC** | **How we have changed since we were born.**  **Babies and now I am 5** |
| Year 1 Chaffinch | **Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.**  **Random acts of kindness** | **Exploring different strengths and abilities. Understanding and challenging stereotypes.**  **Black Lives Matter** | **The different communities and groups we belong to and how we help and support one another within these.**  **Charity work** | **The different people in our families, and how families vary.** | **Ways to stay healthy, including safe and unsafe use of household products and medicines.** | **Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.** |
| Year 2 Chaffinch | **Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.**  **Random acts of kindness** | **Exploring different strengths and abilities. Understanding and challenging stereotypes.**  **Black Lives Matter** | **The different communities and groups we belong to and how we help and support one another within these.**  **Charity work** | **The different people in our families, and how families vary.** | **Ways to stay healthy, including safe and unsafe use of household products and medicines.** | **Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.** |
| Year 2 Kingfisher | **Being a good friend and respecting personal space.**  **Strategies for resilience.** | **Respecting and valuing differences. Shared values of communities.** | **Our responsibilities and ways we can care and show respect for others.** | **Different types of committed relationships and the basic characteristics of these.** | **Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.**  **Basic First Aid** | **Coping with feelings around the changes in our lives.** |
| Year 3 Kingfisher | **Being a good friend and respecting personal space.**  **Strategies for resilience.** | **Respecting and valuing differences. Shared values of communities.** | **Our responsibilities and ways we can care and show respect for others.** | **Different types of committed relationships and the basic characteristics of these.** | **Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.**  **Basic First Aid** | **Coping with feelings around the changes in our lives.** |
| Year 4 Owl | **Being a good friend and respecting personal space.**  **Strategies for resilience.** | **Respecting and valuing differences. Shared values of communities.** | **Our responsibilities and ways we can care and show respect for others.** | **Different types of committed relationships and the basic characteristics of these.** | **Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.**  **Basic First Aid** | **Coping with feelings around the changes in our lives.** |
| Year 5 Kestrel | **Identity and peer pressure off- and online. Positive emotional health and wellbeing.** | **Celebrating strengths, setting goals and keeping ourselves safe online.** | **How our care needs change and the effects of loneliness and isolation.**  **Ways in which we can show care in the community.** | **The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.** | **Our unique bodies and self acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.** | **How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.** |
| Year 6 Eagle | **How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.** | **Identity and behaviour online and offline. Reflecting on how people feel when they don’t ‘fit in’.** | **How we can take more**  **responsibility for self-care and who cares for us as we grow older, including at secondary school.**  **Managing money** | **\*Sex education: adult relationships and human reproduction, including different ways to start a family.** | **Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.** | **Ways to manage the increasing responsibilities and emotional effects of life changes.**  **Transition** |

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